DISRUPTIVE INNOVATION

Harnessing Language, Region and Culture (LRC) in a Blended Learning Event

Robert R. Greene Sands, PhD
Director, Institute for the Study of Culture and Language
Norwich University
Disclaimer: The opinions expressed in this presentation may not necessarily reflect those of the Department of Defense or the US Army. References to specific DoD or DA programs, etc. are provided as examples only and are not intended to indicate DoD or DA policy or endorsement.
Disruptive Innovation

a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors.

- Clayton Christensen

Examples:

<table>
<thead>
<tr>
<th>Disruptor</th>
<th>Disruptee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community college</td>
<td>Four-year colleges</td>
</tr>
<tr>
<td>Retail medical clinic</td>
<td>/ Traditional doctor’s office</td>
</tr>
<tr>
<td>Distance learning</td>
<td>brick and mortar classroom</td>
</tr>
</tbody>
</table>
DI: LIKE SCIENTIFIC REVOLUTION

Thomas Kuhn

• Normal scientific progress "development-by-accumulation" of accepted facts/theories — conceptual continuity
  – This period based on scientific-informed beliefs (held to be true) and an existing paradigm (world view)

• Periods of conceptual continuity in normal science were interrupted/disrupted by periods of revolutionary science —
  – the sociology of disruption: youth, those outside of the existing mainstream

• The discovery of "anomalies" during revolutions in science leads to new paradigms.

• New paradigms then ask new questions of old data, move beyond the mere "puzzle-solving" of the previous paradigm, change the rules of the game and the "map" directing new research
DISRUPTIVE LEARNING INNOVATION

- Challenge status quo
- Offer alternative path/method

Traditional Learning
- Classroom
- Omnipotent professor
- Face-to-face (f2f)
- Tightly controlled
- Limited to knowledge-transfer

Distance Learning
- Correspondence Course
- Electronic media
- E-learning
- Online
- Massive Open Online Course (MOOC)

- Synergy of Language, Region and Culture

- (LRC) model departs from existing paradigm, challenges beliefs about learning LRC

“What if we don’t change at all ... and something magical just happens?”
A disruptive technology is one that displaces an established technology and shakes up the industry or a ground-breaking product that creates a completely new industry.

**Examples:**

<table>
<thead>
<tr>
<th><strong>Disruptor</strong></th>
<th><strong>Disruptee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal computers</td>
<td>Mainframe and mini computers</td>
</tr>
<tr>
<td>Cellular phones</td>
<td>Fixed line telephony</td>
</tr>
</tbody>
</table>
Technology:

- Drives innovation, provides expediency and offers improvement
- The art of the possible can aid in creating new learning paradigms
- Residential, blended and distance learning
EVOLUTION OF LEARNING TECHNOLOGY

- Socrates and a few students
- Chalkboard/Chalk
- Yardstick/corrective
- Textbook
- Cursive
- Typewriter/carbon paper
- Postal Service - Correspondence
- Mimeograph
- Overhead/Film Projector
- Television - electronic learning
- Computers/personal computers
- E-mail/internet
- Smart classrooms
- Learning Management Systems (LMS) - online, blended, residential
- Web-based/networked interfaces - Skype, Webinar, chat -
- Web 2.0
- Social media - Web 3.0
E-learning, Web-based learning

- **E-learning** is mostly associated with activities involving computers and interactive networks simultaneously. The computer does not need to be the central element of the activity or provide learning content. However, the computer and the network must hold a significant involvement in the learning activity.

- **Web-based learning** is associated with learning materials delivered in a Web browser, including when the materials are packaged on CD-ROM or other media, disk.
Learning Innovation

Harness the web, not the classroom

- To expand the learning space, no matter how remote
- To expand instruction, promote facilitation
- To broaden learning styles
- To increase access to knowledge
- To promote greater student application through access to greater experience
- To democratize the learning
- To appeal to new and emerging communication styles
LRC - critical enablers in DoD

- Language always received lion’s share of attention, resources, and training time
  - But reached a smaller number of military personnel
- In cross-cultural complexity, language not the only skill or knowledge set useful
  - Region and culture important and cheaper and less costly training-wise to build and provide learning
- Yet different than language, softer skills and proposes skills to build relationships and partnerships
  - Antithesis to firing a weapon many think
- DoD mission now and into the future is to primarily do just that and help others build their own security
Disruptive Innovation

• Synergize LRC in one learning event – fold subjects together to enhance learning – individually and creating an LRC competence

• Utilize an array of “instructors” to facilitate LRC learning

• Utilize a blended approach – some instructors virtual

• Create an assessment program to span LRC

• Not a language course, but an LRC course – effect design, development, delivery and assessment

• Extended language training offers 30 hours a week in “class” and 2-3 hours a night homework
  – 4-week class=160 hours
  – 10-week class=400 hours
DISRUPTIVE TECHNOLOGY

Employ a Learning Management System

• Forces learning through a centralized portal

• Allows participation by all students and all faculty
  – Potentially many others with the LMS' ability to incorporate social media and reach out to multiple audiences via the Web

• Provides curricular support: homework repository, video storage, assessment tools

• Asynchronous and synchronous student/student, student/faculty and faculty/faculty
The JBLM Language and Culture Center develops, presents & supports Global/Mission Language and Cultural Capabilities training for Army (Active and Reserve) Soldiers. Our ability to sustain Commander and Soldiers’ satisfaction is based on our continuing effort to exceed their expectations through state of the art teaching methods, integration of technology and flexibility to meet Commanders’ training and readiness requirements.
Training Programs & Services:
• FORSCOM Master Language Contract
• Instruction: 25 languages
• Curriculum Development: 26 languages
• MI Refresher/Enhancement
• NGB ISO-immersions
• MIRC Annual Training Events
• Language Enabled Soldier Program
• G.L.O.S.S. Development
• Broadcast Monitoring System
• Cultural AOR Briefs
• How to Use an Interpreter
• Cross-cultural Competence (3C) Training
• Distance Learning/LMS Options

Support to PACOM:
• RAF Proof of Concept
  • Cultural Orientation & Language Training (COLT) Program for GPF
  • Language Enabled Unit Model
  • PACOM Partner Languages (KP, TA, JN, TH)
  • Curriculum Development
  • Instruction
  • Commanders’ menu of options
  • Mission-focus
  • Function-focus
• Cross-cultural Competency (3C) Training
• Distance Learning/LMS Options
A THREE-PILLARED APPROACH TO LANGUAGE CAPACITY

**Pillar I**
Professional (MI) Linguists

**Pillar II**
Language Enabled Soldiers (LES)

**Pillar III**
Cultural Orientation and Language Training (COLT) Graduates

**BLUF:** The JBLM Language & Culture Program creates a three-pillared construct, providing maintenance and enhancement training to the professional linguist force; initial language acquisition and refresher training for LES; and a ‘menu of options’ (COLT) for commanders to train all Soldiers on language and cultural basics prior to deployment.

**Goal:** 100% of Deployers (Exercise or Contingency)
JBLM LCC SUPPORT FOR THE THREE PILLARS

• Pillar I: Professional MI Linguists
  - TALP Funding
  - Refresher and Enhancement Classes

• Pillar II: Language Enabled Soldiers (LES)
  - 10-Wk POIs: Tagalog, Indonesian, Japanese, Korean
  - 6 Wks +: Focus on Tagalog Heritage Speakers

• Pillar III: Cultural Orientation and Language Training (COLT) – Commanders’ Menu of Options
EXAMPLES OF COLT OPTIONS

- AOR and Culture Briefs
- Language Familiarization (Various lengths)
- How to Use an Interpreter
- Cross Cultural Competence
  - Culture General/Specific Knowledge
  - Cross Cultural Communication
- Key Leader Engagement Training
- Modular Approach: Medics, Engineers, MPs, Logisticians, etc.
- Self Paced Materials: Headstart; 200 hr. Courses; Language Survival Kits
- Distance Learning/Websites
  - Joint Knowledge Online
  - Joint Language University
INNOVATION #1: LANGUAGE ENABLED SOLDIERS (LES)

- 2006 vision of a 4-2 Stryker CDR
- Cultural Centric Warfare considered the paradigm for fighting insurgency operations (i.e. mission focused)
- Understanding and communicating in a wide variety of significantly diverse cultures
- For 2nd deployment to Iraq - CDR wanted to “grow some capability in language and culture”
- JBLM LCC created 10-month course in response
- 6 iterations - 4 for OIF and 2 for OEF for the Stryker Brigades and one Fires BDE
- Idea adopted by DA and presented as “Campaign Continuity” pre-deployment requirement of 1 Soldier/platoon attending 16-week course developed by DLIFLC
DEPARTING AfPAK MODEL FOR PACOM-focused LES

Issues w/the Campaign Continuity Model:

- 0+ too low; 1 was the lowest "useful" level for CDRs
- # of languages for AFPAK very low compared to PACOM
- culture-specific information not aligned w/mission realities
- Developed for an ongoing OCO (with combative focus), as opposed to myriad potential OCOs, the majority of which are likely to be "left of bang"
- Developed using available DLIFLC Basic Course materials, designed for Military Intelligence linguists (Reading/Listening focused)
INNOVATION #2: THE IMPROVED LES

- 10% of Commands go through LES
- Joint exercises make a good portion of the assignments
- Every joint engagement may be in different locations, but have similar features
- Fold in culture
- LCC can work directly with units to define and articulate need
LES Structure

- 10-week POI
- Intensive Language Familiarization
- Culture (general & specific)
- Cross-cultural Communication (3C)
- Goal is 0+ to 1
- Languages thus far: Japanese, Indonesian, Thai, Tagalog, Korean, Arabic
- Operational Focus and Scenario Driven:
  - Rapport Building; Logistics; Security; Medical
- Distance Learning and LMS
We need Tagalog training for an upcoming exercise?

Who do you want to train?
What will they be doing with the language?

What components of the exercise are likely to involve intercultural interaction?

Using the exercise as the backdrop for the course
END-GAME:

- Multinational Partnership Building
- Key Leader Engagements
- Mil-to-Mil Training
“3C is the ability to navigate in complex interpersonal and cross-cultural situations, interpret or express ideas/concepts across worldviews and cultural divides, and make sense of foreign behavior.”

Learnable interpersonal skills Soldiers can/should apply to operations including intercultural communication

Baseline SKILL-BASED COMPETENCIES:
• Cultural Learning
• Cultural Self Awareness
• Perspective Taking
• Sense Making
• Self-regulation
• Intercultural Interaction
• Cross-cultural communication
• Working with interpreters
"Cultural Knowledge"

Understanding "universal" domains and systems of culture can help Soldiers identify and contextualize what they encounter during deployments and joint exercises, etc.

Culture-General Knowledge
(Ideology, Social Networks, Identity, kinship, tribes, etc.)

Culture-Specific (region) Knowledge
(a.k.a "small 'c' culture")
Operationally relevant
Standardized but tailored

Reduce the distractions or stoppages caused by culture shock/clash, resulting in continued mission focus and collaboration w/ foreign partners
We hypothesize that the combination of culture-general, 3C, and CCC with intensive language familiarization within a mission context will result in skills that will be of significant operational use outside the target language and culture.
HOW? (HUMBLE BEGINNINGS)

Collaboration: DLI, CASL, DLNSEO, TCC, and DIA
Pilot I: 12-week AFPAK course for 4-2

- Blended learning: Residential instruction + online LMS (limited scope)
- Three-hour residential introduction on 3C/CG
- Six CG modules on selected domains with embedded knowledge checks, videos, assigned readings and discussion prompts
  - What is culture?, American culture, Social/cultural boundaries, Religion, Family, and Cross-cultural communication

- Primary focus language
- CG/3C components as add-ons
- Mixed results: mostly 0+ on OPI
- Pre-deployment scheduling conflicts and additional variables (FET, Working Memory, underdeveloped LMS) difficult to assess utility of CG/3C integration
**How (Starting to Assess & Refine)**

Collaboration: DLJ, CASL, DLNSEO, and DIA
Pilot II: 8-week Korean Familiarization for relocating unit

- Blended learning: Residential instruction + online LMS (full usage)
- Three-hour residential introduction on 3C/CG
- Six CG modules on selected domains with embedded knowledge checks, videos, assigned readings and discussion prompts
- Weekly capstone two-hour facilitated classroom discussion on modules and exploration of 3C; brief blog assignment following each
- Opportunistic but limited reinforcement of 3C/CG concepts through daily language instruction featuring culture-specific examples

- Pre- and post-course test to measure knowledge gain of 3C/CG
- Primary focus still language; CG/3C components as add-ons
- Mixed results: 90% O+ on OPI; 25% average CG/3C knowledge gain
How? (Starting to Perfect)

Pilot III, IV and V: 9-10-week 3C & Intensive Language Familiarization

2 sections each: Indonesian and 2 Tagalog classes, Japanese and Arabic

- **Blended learning**: Residential instruction + LMS
  - **Residential** - Two-day residential introduction with classroom activities on 3C/CG during WK1
  - **DL** - At the beginning of the course, seven CG modules on selected domains/systems by close of WK 2
  - Embedded knowledge checks, videos, assigned readings and discussion prompts; completed mornings of WK2
  - **Residential/distance** - 1-hr student-led discussion facilitated by Skype/on-site faculty

**Culture-General Modules**
1. Cross-cultural Competence
2. Worldview & Belief
3. Exploring American Culture/Culture Shock
4. Alliances/Networks
5. Identity/Affiliations
6. Ideology
7. Social Institutions
CULTURE TESTS & ASSESSMENTS

- Pre-course CG/3C knowledge test
- Knowledge Checks in each CG module
- CS & CG questions in each HW assignment and quiz
- Six 3C/CG essays (500 words or more) - three series of 2 essays each, the second essay customized to the initial response
- Post-course CG/3C knowledge test

Language in Action (LIA) scenarios
- 2-3 times throughout course (now a weekly capstone)
- 09L cadre observe and rate interactions (go/no-go checklist)
- Instructor interacts and rates linguistic interaction along both linguistics and cultural lines
**CONTINUOUS UPDATE**

- Adding **13** 8-10 min video segments on assorted culture and language topics to culture-general modules.
- Added (just completed Japanese/Indonesian) 3C “assessment” based on the series of 6 essays:
  - Cohort based on perspective-taking and cultural self-awareness – results pending
  - Exploring the potential of being a pilot population for ongoing ARI 3C assessment study
- Knowledge check assessment

---

**Video Topics**

1. 3C
2. Thinking Fast and Slow
3. Sport and culture
4. Religion
5. Gender
6. Law and conflict resolution
7. Globalization
8. Family and alliance
9. The Tale of Rwanda
10. Worldview and beliefs
11. Tribes
12. Cultural Identity
13. Languaculture
REFLECTIONS AFTER THREE YEARS

- Intertwine 3C and CG throughout language instruction
- Based on modules, utilize culture general to contextualize domains during instruction
- Essays reflect culture-general, culture-specific & cultural self-awareness and perspective taking
- Stretch the curriculum not in length but in utility - find efficiency of “space” to promote more content and better articulation
- Faculty by committee - not singular omnipotence
- LMS usage and technology leveraging
  - Efficiencies to reduce contract instructor hours
  - Improved pedagogy & distance learning options
  - Speaking HW
  - Essays
  - Complete modular curriculum and Knowledge checks
The JBLM Disruption Team

Ms. Yvonne Pawelek
Director, JBLM LCC

Mr. Pieter DeVisser
DLI LNO/JBLM

Dr. Robert Greene Sands
ISCL Director
RESISTANCE IS FUTILE

DON'T BE AFRAID OF CHANGE, ASOK.

OKAY. WAIT. WHAT?

YOUR SUBTLE IMPLICATION IS THAT I SHOULD CHANGE TO BE MORE LIKE YOU!

BUMPY START.

I CHOOSE DEATH!

WHAT WE NEED IS AN OVERARCHING STRATEGY TO STIMULATE OUR INNOVATION.

OR YOU COULD STOP SMOTHERING THE INNOVATION WE ALREADY HAVE.

THAT'S THE DUMBEST IDEA I'VE HEARD IN MY ENTIRE LIFE.

AND THERE IT IS.


Points of Contact

Yvonne M. Pawelek
Director, JBLM Language & Culture Center,
The Clark House, BLDG 4292, 9th Division Drive
Joint Base Lewis-McChord, WA 98433-9500
(253) 966-3812
Yvonne.M.Pawelek.Civ@Mail.Mil

Robert R. Greene Sands, Ph.D.
Director & Senior Research Fellow,
Institute for the Study of Culture and Language, Norwich University
(805) 320-2967
rsands@norwich.edu
http://iscl.norwich.edu

Pieter R. DeVisser
DLIFLC Liaison to JBLM
The Clark House, BLDG 4292,
9th Division Drive
Joint Base Lewis-McChord, WA 98433
(253) 967-7479
pieter.devisser@dliflc.edu